



SUPPLEMENT No.

5

June 2018

Commander

CANADIAN ARMY'S

Reading List



SUPPLEMENT No.

5

June 2018

Table of Contents



03

Editor's Corner

04

Special Focus: Decision-Forcing Cases

06

Professional Military Education Debate

07

The Use of Military History

08

Modern Wargaming

09

Fort Frontenac Library New Books Received

10

Forthcoming in 2018 – No Better Friend, No Worse Enemy:
The Life of General James Mattis

11

Announcements



B-GL-007-001/AF-Z05

Editor's Corner

Welcome to the **Commander Canadian Army's Reading List Supplement No. 5**. The overall theme for this issue is professional military education (PME), its value and its methods of dissemination. The individual themes are PME debate, the use of military history in professional military education and wargaming. Major Bruce I. Gudmundsson, United States Marine Corps Reserve (Ret'd), has generously provided an overview of the decision-forcing case methodology that he used while teaching at Marine Corps University for the Special Focus section. In terms of existing philosophy within the Army, I would offer that when *Training for Land Operations* states that the "desired outcome" of PME is leaders who "accept responsibility for their own life-long learning," the manual has got the focus wrong.¹ Over the years, I have gained the general impression that Army officers believe that PME effort is inherent in our doctrine; tremendous thought has gone into describing the way the Army will fight in B-GL so and so, and the important things are covered in the developmental periods (DP) and at the schools. What then, really, is the added value of additional PME? The answer depends on the viewpoint. Should we not consider PME as a weapon—the cognitive capacity of soldiers to solve tough problems and make decisions about them during their careers? Would this not better align PME with the intellectual component of fighting power? Those questions need answers, and as PME gains greater traction in the Army, hopefully we can sharpen our ideas. Ultimately, we should probably not think in terms of "consuming" PME; rather, we should consider PME as enabling operations to gain deeper insights into the art, science and, ultimately, the "discipline" of war.

I am currently reading B. A. Friedman's *On Tactics: A Theory of Victory in Battle*. ■

Please send recommendations for *Supplement No. 6* to the undersigned by the end of October 2018.

Captain John N. Rickard, CD, PhD

Staff Officer, Army War Studies

Commander Canadian Army's Reading List Supplement Editor

Professional Military Education Staff

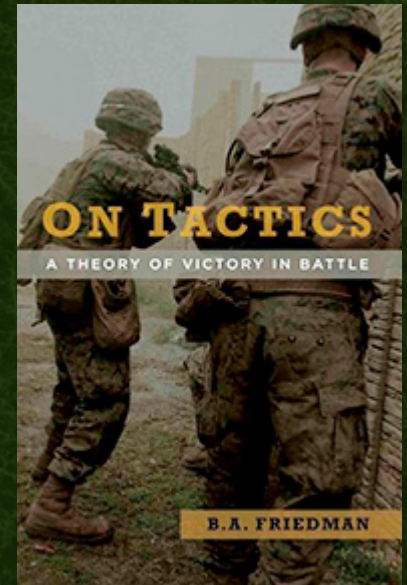
Canadian Army Command and Staff College

Canadian Forces Base Kingston

Kingston, ON K7K 7B4


E-mail: John.Rickard@forces.gc.ca

On the Editor's Desk



On Tactics is intended to be a remedy for the chaotic and thus far unformed realm of tactical theory and to answer hard questions. Part One of the book will establish a tactical system meant to replace the Principles of War checklist. Part Two will build on Part One by exploring concepts with which the tactician must be familiar, such as the culminating point of victory, mission tactics and decentralized command and control, offensive and defensive operations, and the initiative. Part Three will conclude the book by examining the implications of the presented tactical systems for a variety of other issues in strategic studies.

1. B-GL-300-008/FP-001, *Training for Land Operations*, 4-12.



"The Walls of Florence, for example, is a Harvard-style case. Inspired by case studies used at the Harvard Business School for nearly a century, these exercises require that, before coming to class, players analyze, both as individuals and as members of small study groups, case materials of various sorts."

Source: Public Domain

SPECIAL FOCUS

Decision-Forcing Cases

Bruce I. Gudmundsson

"Maestro Buonarroti, please accept my congratulations. The government of our beloved Republic of Florence has named you Director of Fortifications. You know well our situation and have, no doubt, already read the memorandum left by your predecessor, Signor Machiavelli of blessed memory. Pray tell, Maestro, what are your plans for the improvement of the fixed defenses of our city?" So begins *The Walls of Florence*, an exercise that places players at Marine Corps University in the role of Michelangelo Buonarroti, who, in 1528, found himself asked to practice arts other than the ones that had made him famous. Before the exercise, the players did a little background reading about the situation in which Michelangelo found himself. This included a primary document, a proposal for improving the fortifications of Florence that Niccolò Machiavelli had written just prior to his death in 1527, and a pair of short articles, in e-book form, about the armies and fortresses of Renaissance Italy.

The Walls of Florence is a "decision-forcing case." Also known as a "historical immersion problem," this is an exercise that is both a case study and a decision game. As a case study, it provides a description of a problem faced by a particular person ("the protagonist of the case") at some point in the past. As a decision game, it asks players to take on the role of the protagonist and, in that role, devise, describe and defend solutions to the problem that he faced.

There are many types of decision-forcing cases. Some are classroom exercises. Others ("decision-forcing staff rides") take place outdoors, on the same hills where the conundrums in question were originally contemplated. Some decision-forcing cases are stand-alone exercises. Others form part of courses. Some require extensive preparation on the part of players. Others ask nothing of players until the moment that the class assembles. *The Walls of Florence*, for example, is a Harvard-style case. Inspired by case studies used at the Harvard Business School for nearly a century, these exercises require that, before coming to class, players analyze, both as individuals and as members of small study groups, case materials of various sorts.¹ For many years, these case materials took the form of custom-tailored articles. Recently, however, other materials, such as audio recordings, video recordings, and electronic books, have also been used.

1. Melvin T. Copeland, *And Mark an Era: The Story of the Harvard Business School* (Boston: Little Brown and Company, 1958), 254–272.



Some decision-forcing cases require no pre-class preparation at all. Known either as “conference-style cases” or “Quantico-style cases,” these are well suited to players who come together for short periods of time and who are new to decision-forcing cases and situations where prior preparation is not practical. By the way, conference-style cases make excellent “hip-pocket classes,” informal periods of instruction conducted by unit leaders during lulls in field training. Conference-style cases are the direct descendants of the tactical decision games that have been used in military instruction for more than two hundred years. Indeed, anytime that tactical decision games flourish, someone will invariably come up with the idea of replacing hypothetical scenarios with situations drawn from history. Thus, in the late nineteenth century, Julius von Verdy du Vernois created a large number of decision games based on problems faced by commanders in recent conflicts.² In the early twentieth century, the US Army Infantry School journal published a series of “historical map problems” about decisions made by various leaders within an infantry battalion during an advance to contact during the first month of the First World War.³ Because of this, conference-style cases are sometimes described as “tactical decision games based upon real events.”

Regardless of location or degree of preparation required, all decision-forcing cases contain two essential elements. The first of these is a description of the protagonist and the problem that he faced. Thus, decision-forcing cases often begin with such phrases as “the year is . . .” and “you are . . .” The second is a Socratic conversation, led by an able facilitator, about ways to solve the problem. This often begins with such questions as “what is going on here?,” “what is your plan?,” and “what are you going to do?”⁴ In most instances, the facilitators of decision-forcing cases add a third element, that of an epilogue. Also called “the reveal,” “the historical solution,” and “the rest of the story,” this is an account of the decision taken by the protagonist and its effect upon the situation. Some facilitators delay the epilogue until several days have passed, thereby giving players time to ponder their proposed solutions and those of their classmates. Others point players towards the library, inviting them to discover the historical solution for themselves. A few facilitators refrain from providing any closure at all. After all, they reason, the point of a decision-forcing case is not to satisfy curiosity, but to awaken it.

Between 2007 and 2017, Bruce I. Gudmundsson held the Case Method Chair at the Marine Corps University. At present, he is writing a book about the use of decision-forcing cases and similar exercises in military education.

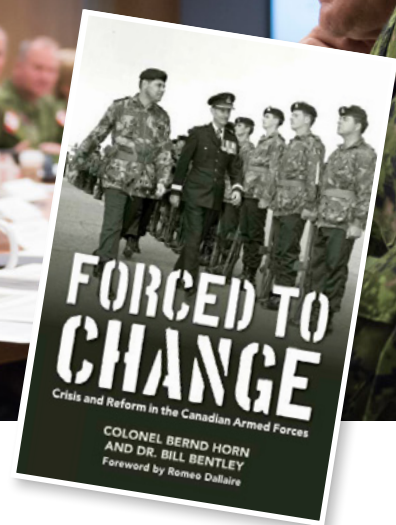
2. Originally written in German, many of the historical decision games of Verdy du Vernois were translated into French and English. They can be found in *Études sur l'art de conduire les troupes* (Paris : J. Dumaine, 1871–1876) and *Studies in Troop Leading* (London: H. S. King, 1872–1877).

3. Anonymous, “An Advanced Guard in 1914 (Historical Map Problem)”, *The Infantry School Mailing List* (June 1935): 25–61.

4. Marshal Foch coined his famous question (“de quoi s’agit-il?”, “what is the essence of the situation?”) after reading the introduction to one of the books of decision-forcing cases of Julius von Verdy du Vernois. Ferdinand Foch, *Des Principes de la Guerre* (Paris : Berger-Levrault, 1903), 13.



Source: Flickr



PME

Professional Military Education Debate



A thought-provoking treatment of professional military education (PME)

appeared in the *Dorchester Review* early in 2017. The multi-authored debate centres on the book *Forced to Change: Crisis and Reform in the Canadian Armed Forces*, written by Colonel Bernd Horn and the late Dr. Bill Bentley in 2015. Their thesis is that the CAF's senior leadership have disregarded the value of continuing PME due to an inherent anti-intellectualism and that post-Somalia PME reforms are being undermined. Adam Chapnick, Canadian Forces College (CFC), vigorously challenges this thesis in his review titled "Are Canada's Senior Officers Poorly Educated?" Colonel (Ret'D) Howard Coombs, Royal Military College (RMC), also responds with "Does Our Military Have a Good Brain?" and agrees with Horn and Bentley that the replacement of the Canadian Defence Academy (CDA) by Military Personnel Generation Command (MPGC) "demonstrates a decreasing emphasis on professional development." Professor David Last then offers a piece entitled "Not as Dumb as We Think We Are," in which he asserts that Canada is not the PME laggard implied in *Forced to Change*.

Perhaps the most stimulating piece is supplied by Colonel Pat Stogran, who asserts in "Officers Should Be Trained to Need," that "the drive to enhance the academic standing of the CAF professional officer corps was as unnecessary as it was unsuccessful, and should be scaled back considerably if not abandoned completely." Dr. Paul T. Mitchell, CFC, replies to Colonel Stogran and tackles the latter's suggestion that "experience," what Dr. Mitchell calls "the subtle knife of the military profession," is far more important than academic learning. Colonel Stogran offers the last word in a rebuttal to Dr. Mitchell. Overall, *Forced to Change* generates some debate, at times heated, and the Army could profit by reconsidering the various assumptions, attitudes and cultures addressed in *The Dorchester Review* issue.

<https://cmcen.ca/wp-content/uploads/2018/02/DORCHESTER-Military-Education.pdf>



The Use of Military History

The Use of Military History in Professional Military Education

Military history remains a critical component of Professional Military Education (PME), yet some seem to think it is either of limited value to the current and future development of soldiers, or that it requires a great deal of expertise to be applied properly. While neither of these assumptions are valid, it can be challenging at times to leverage military history to meet the needs of the commander and/or the formation or unit. The following resources are useful tools for those wishing to incorporate more military history into their PME program, whether it be basic programs for everyone in the unit to foster interest and *esprit de corps*, or more advanced packages that require more dedicated study and execution in the pursuit of developing critical thinking and good tactical problem solving.

Combat Studies Institute (U.S. Army)

'Military History and Professional Development: Suggestions to Units and Formations'. This short booklet is designed to provide ideas for the use of military history and military history related activities in fostering professional development. Part I 'Commemorative' emphasizes unit or branch of service activities and programs that are framed to foster *esprit de corps* as well as set the conditions for further learning. Part II 'Garrison Activities' suggests programs and activities that will illustrate the military profession. Part III 'Unit Programs' covers more comprehensive activities for the study of the military profession. This guide is available online at:

<http://cgsc.contentdm.oclc.org/cdm/singleitem/collection/p16040coll3/id/67/rec/143>

Centre for Military History and Strategic Studies, Maynooth University (Ireland)

This paper examines the use and abuse of history by the military. In particular it focuses on military history and its employment in support of officer education by professional armed forces. This paper examines what is meant by the term 'military history', dividing the discipline into 'popular', 'academic', and 'professional' categories and analysing each in turn. The main focus of the paper is on the latter, which relates to the employment of military history by armed forces in the belief that it is 'useful'. It is somewhat unusual for a subject in the arts and humanities to find its value discussed in such utilitarian terms and the paper seeks to establish just what 'useful' might mean in this context before offering suggestions as to what this implies about the way in which military history is taught.

http://eprints.maynoothuniversity.ie/3843/1/IS_Use_Abuse_History.pdf

Tactical Decision Games (TDG) – U.S. Marine Corps Association

This website offers guides, tools, and scenarios for DP2 officer and NCM tactical decision making by presenting challenging problems designed to encourage professional debate and a greater understanding of the tactical and technical aspects of the profession of arms. Though specifically created for USMC-equipped forces, this site offers a template for our own Canadian Army TDG designs and scenarios. Get started with the *TDG Guidebook* available here:

https://www.mca-marines.org/sites/default/files/TDG_Guidebook_Bn_Weapons.pdf



Modern Wargaming

Ministry of Defence. *Wargaming Handbook*. Swindon: The Development, Concepts, and Doctrine Centre, 2017.

This official MoD document provides introductory context and guidance for wargaming. It is not a detailed manual or practitioner's guide. It describes how wargaming can be used to explore issues at all levels from strategic to tactical, and across all domains and environments. Specifically, it discusses how wargaming can be applied to professional military education and training, and the different methods and approaches that may be employed with this tool. This document is available online at no cost.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641040/doctrine_uk_wargaming_handbook.pdf

Philipp von Hilgers. *War Games: A History of War on Paper*. Cambridge: The MIT Press, 2012. 240 pages. ISBN 978-0262016974.

This book examines the theory and practice of war games through history, from the medieval game boards, captured on parchment, to the paper map exercises of the Third Reich. Von Hilgers considers how and why war games came to exist: why mathematical and military thinkers created simulations of one of the most unpredictable human activities on earth. Beginning with the medieval *rythmomachia*, or Battle of Numbers, the author then reconstructs the ideas about war and games in the baroque period. He investigates the role of George Leopold von Reiswitz's tactical war game in nineteenth-century Prussia and describes the artifact itself: a game board-topped table with drawers for game implements. He explains Clausewitz's emphasis on the "fog of war" and the accompanying element of incalculability, examines the contributions of such thinkers as Clausewitz, Leibniz, Wittgenstein, and von Neumann, and investigates the war games of the German military between the two world wars.

John Curry and Tim Price. *Matrix Games for Modern Wargaming: Developments in Professional and Educational Wargames*. Innovations in Wargaming Vol. 2. (USA: Lulu.com, 2014). 56 pages. ISBN 978-1291979657.

Invented by Chris Engle, Matrix Games are an innovative way of wargaming situations and conflicts that traditional wargaming methods find hard to model. This book was written as a manual to help develop and run matrix games about modern conflicts. This book includes: An introduction to Matrix Games S.C.R.U.D. – Simple Combat Resolution Using Dice. It also includes five scenarios: The Falklands War (1982); Former Yugoslavia (1993); Crisis in Crimea: A Counter Revolution (March 2014); The Civil War in Syria (August 2013); and Lasgah Pol – Peacekeeping in Afghanistan (2008). The book is published by the History of Wargaming Project as part of a series to make key developments in wargaming available to the professional wargamers, as well as those from a hobby background.



Source: Fort Frontenac Library

Fort Frontenac Library

New Books Received

The Fort Frontenac Library has been in its present location since 1947. It has served the Canadian Land Forces Command and Staff College, the National Defence College and the Canadian Army Land Warfare Centre. It currently supports Army Operations Course students writing service papers and serves the needs of military researchers, students of military history and international studies. It is now considered to be the library of the Canadian Army. To that end, the Library materials relate to military art and science and military history.

Selection of New Books Received by the Fort Frontenac Library to June 2018

BAILEY, Jonathan, IRON, Richard and STRACHAN, Hew. *British Generals in Blair's Wars*, Farnham, UK: Ashgate Publishing Ltd., 2013, 385 pages. ISBN: 978-1-4094-3735-2.

FRIEDMAN, B. A. *On Tactics: A Theory of Victory in Battle*, Annapolis, MD: Naval Institute Press, 2017, 242 pages. ISBN: 978-1-68247-163-0.

GRAU, Lester and BARTLES, Charles K. *The Russian Way of War: Force Structure, Tactics and Modernization of the Russian Ground Forces*, Fort Leavenworth, KS: TRADOC G-2 Foreign Military Studies Office, 2016, 402 pages. Bound hard copy of digital book: <https://community.apan.org/wg/tradoc-g2/fmso/p/fmso-bookshelf>

LOWRY, Richard S. *New Dawn: The Battles for Fallujah*, New York, NY: Savas Beattie, 2011, 352 pages. ISBN: 978-1-932714-77-7.

MAAS, Frank. *The Price of Alliance: The Politics and Procurement of Leopard tanks for Canada's NATO Brigade*, Vancouver, BC: UBC Press, 2017, 188 pages. ISBN: 978-0-7748-3518-3.

MONTGOMERY, Adam. *The Invisible Injured: Psychological Trauma in the Canadian Military from the First World War to Afghanistan*, Kingston and Montreal: McGill – Queen's University Press, 2017, 331 pages. ISBN: 978-0-7735-4995-1.

PETERSEN, Dr. Philip A. and MYERS, Nicholas. *Baltic Security Net Assessment, Tartu, Latvia: Baltic Defence College / The Potomac Foundation*, 2018, 372 pages. ISBN: 978-9949-88-322-6.

WYSS, Marco and TARDY, Thierry. *Peacekeeping in Africa: The Evolving Security Architecture*, Abingdon, UK and New York: Routledge, 2015, 272 pages. ISBN: 978-0-415-71572-0.



Source: Wikipedia

FORTHCOMING IN 2018

No Better Friend, No Worse Enemy:

The Life of General James Mattis

Jim Proser



Source: www.defense.gov

A devout student of history and erudite reader revered by rank and file soldiers, officers, academics, politicians, and ordinary citizens, General James Mattis is one of the most admired leaders serving America today. A man who has long used his position as a model for the soldiers he leads, Mattis in 2003 shared a “Message to All Hands” with the men and women under his command, outlining their responsibilities as soldiers of the corps. Emphasizing the importance of the mission and the goal to act with honour, Mattis ended with the motto he had adopted from another great figure, Roman general Lucius Cornelius Sulla: “Demonstrate to the world that there is ‘No Better Friend, No Worse Enemy’ than a US Marine.” In this illuminating biography, Jim Proser looks beyond Mattis’ professional competence to focus on the driving element behind Mattis’ success: his unimpeachable character, reflected in a formidable personal integrity that fosters universal confidence.

Available in August.

Book information from Amazon.



Announcements

New Series – Documents on Canadian Arctic Sovereignty and Security

This series is made possible through support from the University of Calgary Centre for Military, Security and Strategic Studies (CMSS), the Centre on Foreign Policy and Federalism (CFPF), and the Social Sciences and Humanities Research Council of Canada (SSHRC) Insight Grant program. It was created to disseminate core documents on Canadian Arctic sovereignty and security for use by the academic community, students, and policy makers. These e-books are edited summaries and document compendiums, compiled as research tools to serve as a basis for in-depth research. The volumes contain summaries or transcriptions of key primary source material—from policy statements and pronouncements to internal memoranda and declassified assessments. For the Canadian Army, they provide a solid reference for concepts, doctrinal design, and TTP work dealing with Arctic and related cold weather environment subjects. To date, twelve volumes are available at:

<https://cmss.ucalgary.ca/dcass>.

Conferences

GLOBAL WAR STUDIES
The Journal for the Study of Warfare
and Weapons, 1919-1945

CALL FOR PAPERS

NORMANDY 75, An International Conference

22–25 July 2019 at the University of Portsmouth

Global War Studies, Brécourt Academic, and the University of Portsmouth, in association with The D-Day Story and the Navy Records Society, are pleased to announce a major international conference marking the 75th anniversary of the Normandy Campaign. Normandy 75 will bring together scholars, students, and the general public to explore this seminal event in detail, and will endeavor to promote an interdisciplinary and international study of the Normandy Campaign by means of drawing upon the latest scholarship from a variety of disciplines. The conference will also serve as a forum for Second World War historians to discuss and debate the wide-ranging, international implications of the campaign and how it impacted other theaters—and aspects—of the conflict. Papers dealing with one or more of the following topics are welcome and while the Normandy Campaign is the focus, papers and panels covering other related topics or taking thematic approaches are equally encouraged.

Operation OVERLORD / Air Power / Naval Operations / Ground Combat Operations / Planning & Strategy / Amphibious Warfare / Economics / Homefront / Civilians / Alliance Politics / Resistance Movements / Industry / Special Operations / Mobilization / Science & Technology / Prisoners of War / Intelligence

Paper proposals must be submitted by **15 NOVEMBER 2018** and must include a brief (200 words or less) one-paragraph abstract and a one-page curriculum vitae. Panel proposals are welcome and should include a brief description of the panel's theme.

Additional conference details and registration information will be available soon at:

<http://www.port.ac.uk/portsmouth-business-school/conferences-and-business-events/normandy-75/>

SUBMISSIONS AND INQUIRIES SHOULD BE ADDRESSED TO:

Dr. Jason Banner

E: pacwar@gmail.com • T: 202 875 1436 (US number)